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Destaings Nyenyi Nyongesa
Boma International Hospitality College, Kenya

Samuel Irungu
Boma International Hospitality College, Kenya

Jocelyn Omusebe
Boma International Hospitality College, Kenya

Enoch Tunoi
Boma International Hospitality College, Kenya

Author(s) ORCID Identifier:
Nyongesa Destaings Nyenyi :  <https://orcid.org/0000-0002-5749-9012>

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Embedding Lifelong Learning in Hospitality TVET: The Boma International Hospitality College(Kenya) Model for Sustainable Careers in Africa

Destaings Nyenyi Nyongesa | Samuel Irungu | Jocelyn Omusebe | Enoch Tunoi

Boma International Hospitality College, Kenya

Executive Summary: The hospitality and tourism sector in Africa drives significant employment and growth, yet many workers enter the industry through informal pathways that limit career mobility. Embedding lifelong learning within Technical and Vocational Education and Training (TVET) is therefore essential for reskilling, upskilling, and formally recognizing experiential learning. This study uses Boma International Hospitality College (BIHC) in Kenya as a case study to examine institutional models that support lifelong learning in hospitality TVET. A review of global, regional, and national literature was combined with an institutional analysis of BIHC's training ecosystem, including international qualifications, micro-credentials, Recognition of Prior Learning (RPL), and the integration of research and innovation through PATHRI. Findings show that BIHC provides flexible, modular, and industry-aligned pathways that validate informal skills and support targeted professional development. The study concludes that BIHC offers a scalable model for Africa and recommends mainstreaming RPL, accrediting micro-credentials, and strengthening industry partnerships and innovation-driven curricula.

KEYWORDS: *Lifelong learning, Technical and Vocational Education and Training (TVET), hospitality education, Recognition of Prior Learning (RPL), Micro-credentials, curriculum innovation, Africa.*

1. Introduction

The transition path towards a knowledge economy has redefined the role of education and training in sustaining competitiveness and economic growth in the whole world. In this paradigm, knowledge, skills, and

innovation are recognized as major drivers of productivity, replacing the industrial model where physical capital and natural resources had previously dominated, (Powell & Snellman, 2004). Lifelong learning is fundamental foundation to this

transformation, as people are required to skill, reskill and upskill throughout their professional lives in response to technological disruption, labor market shifts, and changing labour demands (OECD, 2019; UNESCO, 2020).

The knowledge economy puts human capital at the focal point of productivity and growth, with learning recognized as a continuous process that extends beyond formal schooling (Powell & Snellman, 2004). Lifelong learning allows people to continually reskill and upskill in response to evolving labor market demands, thereby sustaining employability and competitiveness in the market (UNESCO, 2020). While this principle is well pronounced in TVET structure and adult learning works, its incorporation into hospitality and culinary education remains limited. Research in hospitality education tends to privilege short-term employability over long-term career sustainability, focusing only on entry-level technical skills such as food preparation and customer service, with insufficient emphasis on transferable competencies like digital literacy, sustainability practices, and entrepreneurship, (Hussain et al., 2023).

In Africa, lifelong learning within our Technical and Vocational Education and Training (TVET) institutions remain underdeveloped. While TVET has expanded significantly in recent years, it has often been criticized for being supply-driven, rigid, and narrowly focused on entry-level skills

(Kingombe, 2011; Oketch, 2016). Many TVET institutions emphasize initial qualifications but provide limited opportunities for reskilling or upskilling, leaving graduates ill-prepared for the rapidly evolving demands of the knowledge economy. Furthermore, they are facing systemic challenges such as limited investment, weak industry linkages, and lack of recognition for non-formal and informal learning hinder the institutionalization of lifelong learning in education systems (African Union, 2016; UNESCO, 2016). This gap is particularly evident in the hospitality and culinary industries, which are major employers across the economies but remain vulnerable to skills shortages, high staff turnover, and limited career progression opportunities.

The hospitality and tourism sector in Kenya, contributes significantly to GDP and employment, however its workforce development continues to face structural challenges. The National Skills Development Policy (Republic of Kenya, 2023) emphasizes the need for competency-based, flexible, and inclusive training systems. However, most TVET institutions remain focused on producing entry-level graduates, with insufficient and limited emphasis on lifelong learning, continuous professional development (CPD), and industry-relevant micro-credentials. The COVID-19 pandemic exposed the fragility of this skills ecosystem, as thousands of hospitality workers were displaced, many without access to retraining opportunities that could have facilitated

career resilience at the time (Baum et al., 2020).

Within this context, Boma International Hospitality College (BIHC) presents a model for how hospitality and culinary TVET institutions can embed lifelong learning into their curricula and institutional practices. As center of excellence in hospitality education in Kenya and Africa at large, BIHC has the capacity to pioneer innovative training pathways that extend beyond initial qualifications, offering regular and short courses, CPD programs, and micro-credentials tailored to the evolving needs of the hospitality workforce. This supports the broader global imperative of positioning TVET institutions as lifelong learning hubs that foster sustainable careers, workforce resilience, and sectoral innovation.

Despite increasing recognition of lifelong learning as a policy and practice imperative, there remain significant knowledge gaps. First, much of the literature on lifelong learning in the knowledge economy is global or Western in orientation, with limited application to African contexts. Second, few studies explicitly examine how lifelong learning can be systematically embedded in sector-specific TVET such as hospitality and culinary education. Third, there is inadequate research on how institutions in the Global South can operationalize lifelong learning through curriculum design, industry partnerships, and institutional innovation.

This paper addresses these gaps by examining how lifelong learning can be embedded in hospitality and culinary TVET to foster sustainable careers. The objectives are threefold: (1) to analyze the role of lifelong learning in strengthening workforce resilience and career sustainability in the hospitality and culinary industries; (2) to propose curriculum design principles for reskilling and upskilling hospitality workers that align TVET with the demands of the knowledge economy; and (3) to position BIHC as a model institution for embedding lifelong learning within hospitality education in Kenya and the wider African context. By doing so, the paper contributes to advancing scholarship on lifelong learning in TVET, while also offering practical insights for policy and institutional innovation in Africa's hospitality sector.

2. Literature Review

The concept of lifelong learning has become increasingly important in the spheres and discussion on education and workforce development in the current century. Lifelong learning encompasses all forms of education and training either in formal, non-formal, and informal, that occur across the lifespan, enabling individuals to continuously acquire, update, and apply knowledge and skills (UNESCO, 2020). In the perspective of the knowledge economy, lifelong learning is considered a critical driver of human capital formation, innovation, and adaptability (Powell & Snellman, 2004; Foray, 2018). This section of this paper reviews the literature on lifelong learning and its intersection with

Technical and Vocational Education and Training (TVET), with a specific focus on hospitality and culinary education. It sets the discussion within global, African, and Kenyan contexts.

Globally, the knowledge economy has redefined the link between education, work, and skills. OECD economies have increasingly recognized the need for flexible, modular learning systems that allow workers to reskill and upskill in response to labor market shifts (OECD, 2019). For instance, Singapore's SkillsFuture initiative provides state subsidized credits for adults to pursue short courses and micro-credentials throughout their careers, while Finland's vocational education system integrates pathways that enabled learners to re-enter formal training at multiple stages of life (Brown, Lauder, & Cheung, 2020). These examples illustrate how lifelong learning is not merely an individual responsibility but a systemic imperative supported by robust policies, institutions, and employer partnerships.

In Africa, however, the institutionalization of lifelong learning remains limited. While TVET is widely recognized as a vehicle for workforce development and employability, it has often been looked at as supply-driven, rigid, and disconnected from industry needs (Kingombe, 2011; Oketch, 2016). Many TVET curricula emphasize initial qualifications designed for school leavers, offering few opportunities for career progression through reskilling or upskilling, (Afeti &

Adubra, 2012). Moreover, issues such as underfunding, weak quality assurance, and limited recognition of prior learning have been cited as constraining the development of lifelong learning systems across the continent (African Union, 2016). The Education Strategy for Africa 2016–2025 explicitly highlights lifelong learning as a strategic priority, but implementation at national and institutional levels has been uneven (African Union, 2016).

The hospitality and tourism sector provides a particularly salient case for lifelong learning in Africa. Tourism is one of the fastest-growing sectors on the continent, generating significant employment opportunities, especially for youth and women (Lyttleton & Allcock, (2002). Yet the sector is also characterized by high labor turnover, seasonal employment, and skills shortages, which hinder career sustainability (Baum, 2015). Studies suggest that hospitality education often has given privileges to the technical entry-level skills such as food preparation and customer service, while underemphasizing transferable competencies including digital literacy, sustainability practices, and entrepreneurship (Hussain *et al.*, 2023). This narrow training orientation limits the sector's capacity to foster resilient career pathways and respond effectively to global disruptions such as COVID-19, which displaced thousands of hospitality workers across Africa (Baum et al., 2020).

In Kenya, the hospitality and tourism industry contributes approximately over 10% to GDP and employs a significant share of the labor force, yet skills gaps remain a persistent challenge (Francis *et al.*, 2020). The National Skills Development Policy underscores the importance of lifelong learning, competency-based curricula, and industry partnerships in enhancing workforce readiness. However, implementation has been constrained by weak institutional capacity, limited investment in continuous professional development, and a lack of recognition for short courses and micro-credentials (UNESCO-UNEVOC, 2020). Kenyan TVET institutions often focus on initial training for school-leavers, leaving mid-career workers with limited opportunities to reskill or upskill as industry needs evolve. This creates a critical gap in sustaining employability and career resilience within hospitality and culinary industries.

Boma International Hospitality College (BIHC), established by Kenya RedCross Society in 2015 and was registered and recognized by Technical Vocational Education Training Authority (TVETA) as a center of excellence in hospitality education, provides a useful case to explore how lifelong learning can be embedded within TVET institutions in Kenya and the wider African context. BIHC already offers a mix of diploma, certificate, professional programs and short courses supported by partnerships with industry actors. Its potential lies in expanding beyond initial qualifications to

become a hub for continuous professional development through short courses, CPD programs, and micro-credentials. This approach has aligned BIHC with global best practices in lifelong learning while addressing the pressing needs of Kenya's hospitality workforce.

Despite extensive scholarship on lifelong learning and TVET, there are three notable gaps in the literature. First, existing studies are largely global or Western in orientation, with limited attention to African contexts where structural and institutional dynamics differ significantly. Second, few works explicitly examine how lifelong learning can be systematically embedded in sector-specific TVET such as hospitality and culinary education, which have unique labor market characteristics. Third, there is limited research on institutional strategies in the Global South, particularly how TVET colleges can reconfigure their curricula, delivery models, and partnerships to function as lifelong learning hubs. Addressing these gaps, this paper seeks to advance theoretical and practical insights by positioning BIHC as a model institution for embedding lifelong learning in hospitality and culinary education in Africa.

3. Methodology

This paper adopted a conceptual case study approach, combining a review of existing literature with institutional analysis of BOMA International Hospitality College (BIHC). These methodology was designed to bridge the gap between theoretical insights

on lifelong learning and the knowledge economy with the practical realities of hospitality and culinary Technical and Vocational Education and Training (TVET) in Kenya.

The study was based primarily on secondary data, including scholarly literature, policy documents, and reports from international organizations such as UNESCO, the OECD, and the African Union, to establish the global and regional context of lifelong learning within TVET. This literature is complemented by a review of institutional documents from BIHC, including curriculum outlines, program descriptions, and information on short courses, micro-credentials, and continuous professional development (CPD) initiatives. These documents provided insight into BIHC's pedagogical orientation and its evolving role as a hub for lifelong learning.

The analysis was framed as a single-case study (Yin, 2018), which allows for in-depth exploration of how one institution can operationalize lifelong learning within the hospitality and culinary sectors. The case study method is particularly appropriate given the limited empirical research on lifelong learning in African hospitality TVET. BIHC was treated as an illustrative case with potential for transferability to other TVET institutions in similar contexts.

The approach was conceptual rather than empirical, meaning that it does not rely on primary data collection through interviews or surveys. Instead, the paper synthesizes

existing scholarship and institutional evidence to develop curriculum design principles and propose pathways for embedding lifelong learning in hospitality TVET. This conceptual orientation allowed the paper to generate theoretical and policy-relevant insights while positioning BIHC as a model institution.

To strengthen validity, the analysis triangulated multiple data sources: international literature, African and Kenyan policy frameworks, and institutional documents. While the present study is limited to a conceptual exploration, it lays the foundation for future empirical research. Follow-up studies could involve semi-structured interviews with BIHC faculty, students, and industry partners to assess perceptions of lifelong learning, as well as surveys of alumni to evaluate the effectiveness of CPD and micro-credential programs.

By adopting this methodology, the paper contributes both to theoretical debates on lifelong learning in the knowledge economy and to practical discussions on how African TVET institutions can reconfigure their curricula and institutional strategies to support sustainable career pathways in hospitality and culinary industries.

4. Findings and Discussion

The embedding of lifelong learning in hospitality and culinary TVET requires multidimensional strategies that integrate

structured qualifications, flexible learning options, recognition of prior learning, innovation, and research. Global literature emphasizes that lifelong learning thrives where training systems are modular, stackable, and aligned with the demands of the knowledge economy (OECD, 2019; Wheelahan & Moodie, 2021; Kamanzi, *et al.*, 2025). BIHC demonstrates such integration through its portfolio of Accredited awards, micro-credentials, Recognition of Prior Learning (RPL) mechanisms, Innovation Hub, and the Pan African Tourism & Hospitality Research Institute (PATHRI). Together, these pillars constitute a replicable lifelong learning ecosystem for hospitality TVET in Africa.

Curriculum flexibility and modular, stackable pathways.

A central finding is that lifelong learning requires TVET curricula to be modular and stackable so learners can re-enter training at multiple career points and accumulate credentials over time (OECD, 2019; Wheelahan & Moodie, 2021). Traditional linear TVET models designed primarily to produce entry-level graduates do not accommodate mid-career reskilling or incremental competence accumulation (Kingombe, 2011; Oketch, 2016). Modular design enables short, focused learning units to be combined into higher qualifications (vertical stacking) or to broaden capabilities across roles (horizontal stacking). For hospitality, this means mapping fundamental operational skills into pathways that can lead to supervisory,

managerial, and specialist sustainability credentials. BIHC's current mix of courses both from Nationally accredited by TVETA to international partnership like BHMS-Swiss, Espresso Academy and CTH technical awards and higher-level CTH certificates creates the structural conditions for such stacking when intentionally aligned.

Accredited pathways: vertical progression and international benchmarking.

BIHC's accreditation to deliver TVET courses and International courses by partners like BHMS Swiss, Espresso Academy, Confederation of Tourism & Hospitality (CTH) awards is a strategic asset. The International awards (Barista Skills; Restaurant & Bar Service; Housekeeping; Front Office) provide foundational competencies that are directly workplace-relevant, enabling immediate employability and targeted upskilling. The more advanced Level Certificate in Management & Leadership for Business and Hospitality and Certificate in Environmental Sustainability Management in Hospitality provide upward mobility into management and sectoral leadership. This tiered portfolio exemplifies a vertical progression pathway: learners can move from operational roles to managerial and sustainability specializations without starting from scratch a key design for career sustainability (Boeren & Field, 2019; Wheelahan & Moodie, 2021). Moreover, international accreditation benchmarks curricular content against global standards, increasing portability and external

recognition are critical for workers in sectors with cross-border mobility (OECD, 2019).

Micro-credentials: agile, just-in-time skill acquisition.

Complementing structured pathways, BIHC's institutionally offered micro-credentials in Barista, International Cookery, Mixology, Revenue Management, and Hospitality & Operations Management address immediate, narrow skill gaps and allow professionals to upskill without long study breaks (BIHC, 2025). The literature highlights micro-credentials as effective mechanisms for lifelong learning in fast-changing labor markets because they are short, focused, and stackable into broader qualifications where recognized (Wheelahan & Moodie, 2021; OECD, 2019). For example, a mid-career food & beverage attendant can add a Revenue Management micro-credential to make data-informed pricing decisions a horizontal skill upgrade that enhances employability and career resilience (Bekele et al., 2024). In this dual-track model (structured awards + agile micro-credentials), TVET institutions can serve both workers seeking progressive qualifications and those seeking targeted competence updates.

Recognition, accreditation and qualification frameworks.

The value of micro-credentials and short courses depends on employer recognition and integration into national qualification systems, (Boeren & Field (2019). Kenya's National Skills Development Policy and competency-based training reforms provide an enabling policy environment to formalize stackable credentials (Republic of Kenya,

2023). However, implementation remains uneven across institutions (UNESCO-UNEVOC, 2020). BIHC has closed this gap by mapping its awards and micro-credentials to Kenya's qualifications (or to credit accumulation systems), and by documenting how micro-credentials ladder toward international or national certificates. This alignment helps ensure portability, increases employer trust in short courses, and enables learners to convert short-cycle learning into recognized career advancement (OECD, 2019; Boeren & Field 2019).

Institutional repositioning: TVET colleges as lifelong-learning hubs.

A shift in institutional role is required: TVET colleges must move from being primarily "entry-training" providers to lifelong-learning hubs that maintain long-term relationships with alumni and employers (Afeti & Adubra, 2012; Brown et al., 2020). BIHC's existing industry partnerships and accredited offerings position it to operationalize this shift. Practical measures include launching a dedicated Lifelong Learning Centre, maintaining rolling CPD calendars, and creating employer co-design mechanisms for curricula and short courses. Such institutional repositioning strengthens labor market responsiveness and helps bridge the longstanding disconnect between TVET supply and industry demand (Kingombe, 2011; Oketch, 2016).

Digital and blended delivery for access and resilience.

Digital and blended models extend access to working professionals and support learning continuity during disruptions (Baum et al., 2020). The COVID-19 pandemic highlighted the vulnerability of hospitality jobs and the necessity of remote, flexible learning options (Baum et al., 2020). Blended delivery online theory plus on-campus or workplace practicals makes lifelong learning feasible for employed learners (OECD, 2019). For BIHC, expanding online micro-modules (e.g., revenue management, digital marketing) paired with short practical intensives (e.g., mixology labs) can reach a wider workforce, including those in rural or peri-urban locations.

Partnerships, employer buy-in and funding models.

Employer engagement is critical for ensuring the relevance and uptake of lifelong learning. Public–private partnerships can finance CPD through training levies, employer subsidies, or shared training funds (OECD, 2019; Republic of Kenya, 2023). BIHC has leveraged partnerships with hotels, restaurants, and financial partners like KCB Foundation and TIKO to underwrite industry-relevant upskilling and to create apprenticeships and short-placement modules that reinforce learning transfer among vulnerable youths.

Assessment, quality assurance and credential transparency.

Competency-based assessment models and transparent credential metadata (learning outcomes, hours, assessment criteria) are

central to trust in micro-credentials (Boeren & Field, 2019; Wheelahan & Moodie, 2021). BIHC has adopted competency assessments and document micro-credential descriptors so employers understand the competency scope and level. Integrating International standards with institutional assessment protocols has helped to expedite recognition by employers and regulators.

Recognition of Prior Learning (RPL) as a Lifelong Learning Enabler

A unique dimension of BIHC's lifelong learning model is its designation as a Centre for Recognition of Prior Learning (RPL). RPL provides pathways for experienced hospitality workers many of whom have acquired skills informally in kitchens, bars, or housekeeping roles to gain formal recognition without repeating training. International evidence highlights RPL as a cornerstone of inclusive lifelong learning systems, particularly for workers in the informal economy (Boeren & Field, 2019 ; Singh & Duvekot, R. 2013).

In Kenya, where a significant proportion of hospitality labor is trained on-the-job rather than through formal TVET channels, RPL allows skills to be assessed, documented, and certified in alignment with national and international qualifications frameworks (Republic of Kenya, 2023; UNESCO-UNEVOC, 2020). This enables career mobility and progression for workers who would otherwise be locked into low-wage, entry-level roles.

At BIHC, RPL is operationalized by mapping demonstrated competencies to BIHC micro-credentials. For example, an experienced barista may be assessed and fast-tracked toward the Award in Barista Skills, while a self-taught kitchen worker may demonstrate competencies aligned with International Cookery micro-credentials. This ensures that prior experiential learning is not lost but leveraged as a foundation for further upskilling.

The integration of RPL within BIHC's ecosystem strengthens the dual-track model of structured qualifications and flexible micro-credentials. By validating past learning and linking it to modular future learning, RPL ensures that the lifelong learning cycle is inclusive, efficient, and responsive to industry realities.

Innovation and applied research as enablers of lifelong learning.

Lifelong learning in hospitality must go beyond technical skills to include innovation, entrepreneurship, and problem-solving capabilities that allow workers to thrive in a dynamic industry (Powell & Snellman, 2004; Bekele et al., 2024). At BIHC, the establishment of an Innovation Hub provides a platform for learners, alumni, and industry partners to co-develop solutions to emerging challenges such as sustainable gastronomy, digital guest experiences, and revenue optimization. Embedding the Hub within the learning ecosystem ensures that CPD and micro-credentials are not static, but continuously refreshed with new industry insights and technologies. This innovation-driven approach strengthens the

“knowledge economy” dimension of hospitality TVET, (Brown et al., 2020).

Research-led lifelong learning through PATHRI.

The creation of the Pan African Tourism & Hospitality Research Institute (PATHRI) at BIHC provides the knowledge infrastructure to anchor lifelong learning in evidence and policy. PATHRI generates applied research on issues such as gender in hospitality labor, sustainable business models, and digital transitions. These insights directly feed into curriculum design while also informing government and employer policies on workforce development. As Singh (2017) and Boeren & Field (2019) argue, linking research with skills development is essential for sustaining lifelong learning ecosystems. PATHRI positions BIHC not only as a training institution, but also as a continental thought leader shaping the future of hospitality skills and careers in Africa.

Implications for curriculum design.

Operationalizing lifelong learning in hospitality TVET implies the following concrete curriculum actions: (a) modularize core programs into credit-bearing units; (b) articulate clear pathways from technical units to management and sustainability certificates; (c) design micro-credentials with explicit stackability into larger qualifications; (d) embed transversal competencies (digital literacy, sustainability, entrepreneurship) across modules; and (e)

adopt blended delivery and competency-based assessment. These actions are supported by both the international literature on lifelong learning (OECD, 2019; Boeren & Field, 2019) and the observed institutional capabilities at BIHC.

BIHC as a practical blueprint for Integrated lifelong learning ecosystem.

Bringing these elements together, BIHC exemplifies a comprehensive model:

- National, Swiss, CTH, Espresso Academy Awards (structured, internationally benchmarked progression).
- Micro-credentials (agile, targeted skills).
- Recognition of Prior Learning (RPL) (inclusive access and validation of informal learning).
- Innovation Hub (experimentation, entrepreneurship, and future skills).
- PATHRI (research, policy, and knowledge transfer).

This holistic ecosystem directly responds to gaps identified in African TVET fragmented pathways, weak research-policy linkages, and underdeveloped innovation culture (Afeti & Adubra, 2012; Oketch, 2016; UNESCO-UNEVOC, 2020). As a result, BIHC's model is not only replicable in Kenya but scalable across Africa as a blueprint for embedding lifelong learning in hospitality TVET within the knowledge economy.

Combining National and International accredited vertical pathways with BIHC's

agile micro-credentials illustrates a dual-track lifelong-learning model that is both internationally benchmarked and locally responsive. This blueprint addresses the primary barriers identified in African TVET systems lack of modularity, weak employer linkage, and limited recognition of short-cycle learning and provides a scalable template for other hospitality TVET institutions seeking to align with the knowledge economy (Afeti & Adubra, 2012; Wheelahan & Moodie, 2021; Kamanzi, *et al.*, 2025).

5. Conclusions and Recommendations

This paper has argued that embedding lifelong learning within Hospitality and Culinary TVET is essential for building sustainable careers in Africa's rapidly evolving service economy. The case of BOMA International Hospitality College (BIHC) illustrates how a comprehensive ecosystem anchored in accredited National and International qualifications, flexible micro-credentials, Recognition of Prior Learning (RPL), and an institutional culture of innovation and applied research can serve as a blueprint for other TVET providers across the continent.

The analysis shows that lifelong learning in hospitality cannot be confined to initial TVET qualifications. Instead, it must extend across an individual's career, integrating continuous upskilling, reskilling, and recognition of prior experiential knowledge. BIHC's Innovation Hub and the Pan African Tourism and Hospitality Research Institute

(PATHRI) strengthen this model by connecting training with applied research, entrepreneurship, and industry-driven solutions. Together, these components demonstrate how African institutions can shift from static training providers to dynamic, future-oriented knowledge hubs.

Policy Recommendations

- a) National TVET frameworks should formally integrate RPL pathways to recognize the skills of hospitality workers trained informally, especially in Kenya where on-the-job learning dominates. RPL centers, such as BIHC, should be scaled up as certification hubs that link informal labor to formal qualifications.
- b) Curriculum design should mandate modular and stackable learning pathways combining short courses, micro-credentials, and diploma/degree progression routes. This would enhance permeability and reduce drop-outs by allowing learners to exit and re-enter learning as career needs evolve.
- c) Accreditation agencies and professional associations should embrace micro-credentials as valid career-enhancing tools alongside traditional qualifications. International benchmarks provide models that could be adapted within African contexts.
- d) National policies should incentivize private-sector partnerships with TVET institutions to co-create

training content, fund CPD opportunities, and offer industry placements. This strengthens the industry relevance of training and ensures lifelong learning remains demand-driven.

- e) Governments should embed sustainability and digital literacy into TVET policies to future-proof hospitality careers. BIHC's introduction of the courses in Environmental Sustainability Management in Hospitality illustrates how curricula can align with both SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).

Institutional Recommendations

- a) BIHC's blueprint should be scaled through regional networks such as PATHRI, positioning Kenya as a continental hub for tourism and hospitality training and research.
- b) TVET colleges should establish Innovation Hubs to foster entrepreneurship, applied research, and industry collaboration in hospitality and culinary arts.
- c) Institutions should embed CPD and lifelong learning into their business models, offering flexible evening, weekend, and online courses for working professionals.
- d) Research units such as PATHRI should focus on labor market trends, gender equity, and sustainability to provide evidence-based guidance for

curriculum updates and policy reforms.

- e) Institutional leadership should invest in trainer capacity building, ensuring that TVET trainers themselves are equipped with both technical expertise and lifelong learning mindsets.

In conclusion, the BIHC model demonstrates that lifelong learning in hospitality and culinary TVET requires an integrated approach that values prior experience, provides flexible learning opportunities, and grounds education in innovation and applied research. If adopted at scale, such a model has the potential to transform Africa's hospitality sector into a driver of inclusive growth, sustainable employment, and knowledge-based development.

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